Comprehensive Needs Assessment
2025 - 2026 School Report

Trion City
Trion Elementary School

1. PLANNING AND PREPARATION

1.1 Identification of Team

The comprehensive needs assessment team consists of people who are responsible for working collaboratively throughout the needs assessment process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. A required team member's name may be duplicated when multiple roles are performed by the same person. Documentation of team member involvement must be maintained by the LEA. Watch the Planning and Preparation webinar for additional information and guidance.

Leadership Team

	Position/Role	Name
Team Member # 1	Principal	Beth Pelham
Team Member # 2	Assistant Principal/Committee Member	Christian Brock
Team Member # 3	Committee Member/Family Engagement Coordinator	Heather Stewart
Team Member # 4	Committee Member	Christy Brown
Team Member # 5	Committee Member	Llaneli Perez
Team Member # 6	Committee Member	Jori Day
Team Member # 7	Committee Member	Haley Smith

Additional Leadership Team

	Position/Role	Name
Team Member # 1	Committee Member	Kayla Willingham
Team Member # 2	Committee Member	Amy Stivers
Team Member # 3	Committee Member	Kirsten Brown
Team Member # 4	Committee Member	Tristan Hughes
Team Member # 5	Committee Member	Trish Wofford
Team Member # 6	Committee Member	Carolina Wright
Team Member # 7	Committee Member	Jessica Aycock
Team Member # 8	Committee Member	Cheryl Lanham
Team Member # 9	Committee Member	Kristi Whitaker
Team Member # 10	Committee Member	Tina Lee

1. PLANNING AND PREPARATION

1.2 Identification of Stakeholders

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Required stakeholders must be engaged in the process to meet the requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the LEA. Watch the Planning and Preparation webinar for additional information and guidance.

Stakeholders

	Position/Role	Name
Stakeholder # 1	Parent	Megan Mills
Stakeholder # 2	Parent	Jennifer Patterson
Stakeholder # 3	Local Business	LeAnna Millican
Stakeholder # 4	Board Member	Randy Henderson
Stakeholder # 5	Chattooga County Literacy	Rose Kohler
Stakeholder # 6	Board Member	Laura Chesley
Stakeholder # 7	Community Member	Heather Staton
Stakeholder # 8	Community Member	Emily Broome

How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?	Stakeholders will provide feedback through surveys, Title One Meetings, and Family Engagement Meetings.

2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of instructional needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the Coherent Instructional System webinar for additional information and guidance.

Coherent Instruction Data

Curriculum Standard 1 -Uses systematic, collaborative planning processes so that teachers share an understanding of expectations for standards, curriculum, assessment, and instruction		
1. Exemplary	A systematic, collaborative process is used proactively for curriculum planning. Nearly all teachers or groups of teachers, support staff, and leaders within the school have common expectations for standards, curriculum, assessment, and instruction.	✓
2. Operational	A systematic, collaborative process is used regularly for curriculum planning. Most teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.	
3. Emerging	A collaborative process is used occasionally for curriculum planning. Some teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.	
4. Not Evident	A collaborative process is rarely, if ever, used for curriculum planning. Few, if any, teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.	

Coherent Instruction Data

Curriculum Standard 2 -Designs curriculum documents and aligns resources with the intended rigor of the required standards		
1. Exemplary	Curriculum documents (e.g., lesson plans, unit plans, performance tasks, curriculum maps, scope, and sequence documents, guides) that are aligned with the intended rigor of the required standards are the products of a systematic, collaborative process. These curriculum documents and resources are used and continuously revised by teachers and support staff to ensure an alignment with the intended, taught, and tested standards.	✓
2. Operational	Curriculum documents (e.g., lesson plans, unit plans, performance tasks, curriculum maps, scope and sequence documents, guides) have been designed, and resources are aligned with the intended rigor of the required standards. These curriculum documents and resources guide the work of teachers and instructional support staff.	
3. Emerging	Curriculum documents and resources exist, but they are not complete in all content areas or grade levels or lack the intended rigor of the required standards.	
4. Not Evident	Few, if any, curriculum documents and resources exist to support the implementation of the intended rigor of the required standards.	

Instruction Standard 1 -Provides a supportive and well -managed environment conducive to learning		
1. Exemplary	A supportive and well-managed environment conducive to learning is evident throughout the school. Students consistently stay on-task and take responsibility for their own actions.	✓
2. Operational	A supportive and well-managed environment conducive to learning is evident in most classrooms.	
3. Emerging	A supportive and well-managed environment conducive to learning is evident in some classrooms.	
4. Not Evident	A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms.	

Coherent Instruction Data

Instruction Standard 2 -Creates an academically challenging learning environment		
1. Exemplary	Nearly all teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration). Students consistently work independently and in teams to solve real-world problems that require advanced effort, decision-making, and critical and creative thinking.	✓
2. Operational	Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).	
3. Emerging	Some teachers create an academically challenging learning environment.	
4. Not Evident	Few, if any, teachers create an academically challenging learning environment.	

Instruction Standard 3 -Establishes and communicates clear learning targets and success criteria aligned to curriculum standards		
1. Exemplary	Nearly all teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards. Learning targets are evident throughout the lesson and in student work. Articulation of the learning targets is consistent and pervasive among like content areas and grade levels.	✓
2. Operational	Most teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards. Learning targets are evident throughout the lesson and in student work.	
3. Emerging	Some teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards.	
4. Not Evident	Few, if any teachers establish clear learning targets and success criteria aligned to the required curriculum standards.	

Coherent Instruction Data

Instruction Standard 4	-Uses research based instructional practices that positively impact student learning	
1. Exemplary	Nearly all teachers pervasively demonstrate a repertoire of highly effective, research-based instructional practices that positively impact student learning (e.g., providing feedback, cooperative learning, advance organizers, questioning techniques, similarities and differences, reinforcing effort, goal setting, summarizers, graphic representations, reciprocal teaching).	✓
2. Operational	Most teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning (e.g., providing feedback, cooperative learning, advance organizers, questioning techniques, similarities and differences, reinforcing effort, goal setting, summarizers, graphic representations, reciprocal teaching).	
3. Emerging	Some teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	
4. Not Evident	Few, if any, teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	

Instruction Standard 5	-Differentiates instruction to meet specific learning needs of students	
1. Exemplary	Nearly all teachers differentiate instruction (e.g., using flexible grouping, making adjustments, providing choices based upon readiness levels, interests, or needs) to meet the specific learning needs of students. Nearly all teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL). Remediation, enrichment, and acceleration are pervasive practices.	✓
2. Operational	Most teachers differentiate instruction (e.g., using flexible grouping, making adjustments, providing choices based upon readiness levels, interests, or needs) to meet the specific learning needs of students. Most teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL).	
3. Emerging	Some teachers differentiate instruction to meet the specific learning needs of students.	
4. Not Evident	Few, if any, teachers differentiate instruction to meet the specific learning needs of students.	

Coherent Instruction Data

Instruction Standard 6	-Uses appropriate, current technology to enhance learning	
1. Exemplary	The use by staff members and students of appropriate, current technology to enhance learning is an institutional practice (e.g., facilitate communication, collaboration, research, design, creativity, problem-solving).	
2. Operational	Most staff members and students use appropriate, current technology to enhance learning (e.g., facilitate communication, collaboration, research, design, creativity, problem-solving).	✓
3. Emerging	Some staff members, students, or both use appropriate, current technology to enhance learning.	
4. Not Evident	Few, if any, teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	

Instruction Standard 7	-Provides feedback to students on their performance on the standards or learning targets	
1. Exemplary	Nearly all teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance. Nearly all teachers systematically elicit diagnostic information from individual students regarding their understanding of the standards or learning targets.	✓
2. Operational	Most teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance.	
3. Emerging	Some teachers use the language of the standards or learning targets to provide students with specific, descriptive feedback on their performance.	
4. Not Evident	Few, if any, teachers use the language of the standards or learning targets to provide students with feedback on their performance, or the feedback that is provided is not specific, timely, or understandable.	

Instruction Standard 8	-Establishes a learning environment that empowers students to actively monitor their own progress	
1. Exemplary	Nearly all students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress. Nearly all students develop a sense of personal responsibility and accountability by engaging in record keeping, self-monitoring, sharing, exhibiting, and self-reflection.	
2. Operational	Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.	✓
3. Emerging	Some students use tools to actively monitor their own progress.	
4. Not Evident	Few, if any, students use tools to actively monitor their own progress.	

Coherent Instruction Data

Instruction Standard 9 -Provides timely, systematic, data -driven interventions		
1. Exemplary	Nearly all students are provided timely, systematic, data-driven interventions to support their learning needs. Interventions are designed to meet the needs of each student. The effectiveness of those interventions is consistently monitored and adjustments are made.	
2. Operational	Most students are provided timely, systematic, data-driven interventions to support their learning needs.	✓
3. Emerging	Some students are provided extra assistance or needed support in a timely manner.	
4. Not Evident	Few, if any, students are provided extra assistance or effective support in a timely manner.	

Assessment Standard 1 -Aligns assessments with the required curriculum standards		
1. Exemplary	Nearly all assessments are aligned with the required curriculum standards. Assessments are reviewed during the school year to ensure alignment.	
2. Operational	Most assessments are aligned with the required curriculum standards.	✓
3. Emerging	Some assessments are aligned with the required curriculum standards.	
4. Not Evident	Few, if any, assessments are aligned with the required curriculum standards.	

Assessment Standard 3 -Uses common assessments aligned with the required standards to monitor student progress, inform instruction, and improve teacher practices		
1. Exemplary	Teachers consistently use common assessments aligned with the required standards in nearly all content areas, grade levels, or both for diagnostic, summative, and formative purposes. The data from the common assessments are analyzed down to the item level, and the results are used to inform instruction and improve teacher practices.	✓
2. Operational	Teachers use common assessments aligned with the required standards in most content areas to monitor student progress, inform instruction, and improve teacher practices.	
3. Emerging	Teachers use some common assessments aligned with the required standards in a few content areas with a limited amount of data analysis to monitor student progress, inform instruction, or improve teacher practices.	
4. Not Evident	Teachers use few, if any, common assessments to monitor student progress, inform instruction, or improve teacher practices.	

Coherent Instruction Data

Assessment Standard 4 -Implements a process to collaboratively analyze assessment results to adjust instruction		
1. Exemplary	Teachers extensively use a systematic, collaborative process to analyze assessment results. Instruction is consistently adjusted based on the analysis of assessment results across all content areas, grade levels, or both.	
2. Operational	Teachers regularly use a collaborative process to analyze assessment results. Instruction is routinely adjusted based on the analysis of assessment results.	✓
3. Emerging	Teachers occasionally use a collaborative process to analyze assessment results. Instruction is sometimes adjusted based on the analysis of assessment results.	
4. Not Evident	A collaborative process to analyze assessment results does not exist. Instruction is rarely, if ever, adjusted based on the analysis of assessment results.	

Assessment Standard 5 -Implements grading practices that provide an accurate indication of student progress on the required standards		
1. Exemplary	The grading practices used by teachers across nearly all content areas, grade levels, or both, consistently provide an accurate indication of student progress on the required standards.	
2. Operational	The grading practices used by teachers in most content areas, grade levels, or both provide an accurate indication of student progress on the required standards.	✓
3. Emerging	The grading practices used by teachers in some content areas, grade levels, or both provide an accurate indication of student progress on the required standards.	
4. Not Evident	The grading practices used by teachers rarely, if ever, provide an accurate indication of student progress on the required standards.	

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of leadership needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the Effective Leadership webinar for additional information and guidance.

Effective Leadership Data

Leadership Standard 1 -Builds and sustains relationships to foster the success of students and staff		
1. Exemplary	Administrators consistently build and sustain relationships to foster the success of students and staff. The school staff is fully engaged in relationship building through collaboration, internal and external communication, and building trust with staff, students, families, and community stakeholders.	✓
2. Operational	Administrators regularly build and sustain relationships to foster the success of students and staff.	
3. Emerging	Administrators sometimes build relationships to foster the success of students and staff.	
4. Not Evident	Administrators seldom, if ever, build relationships to foster the success of students and staff.	

Leadership Standard 2 -Initiates and manages change to improve staff performance and student learning		
1. Exemplary	Administrators, the school leadership team, and other teacher leaders initiate and sustain change to improve staff performance and student learning. Administrators, the school leadership team, and other teacher leaders create a sense of urgency for change and effectively communicate a common vision.	✓
2. Operational	Administrators and the school leadership team initiate and sustain change to improve staff performance and student learning. The principal provides an appropriate balance of pressure and support to manage the change process for desired results.	
3. Emerging	Administrators initiate change to improve staff performance and student learning but do not sustain the change, remove barriers, or both.	
4. Not Evident	Administrators initiate few, if any, changes that impact staff performance and student learning.	

Effective Leadership Data

Leadership Standard 3 -Uses systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices		
1. Exemplary	The principal and other school leaders continually use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices. The principal and other school leaders have a comprehensive knowledge and understanding of the best practices for curriculum, assessment, instruction, and professional learning.	✓
2. Operational	The principal and other school leaders often use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	
3. Emerging	The principal and other school leaders occasionally use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	
4. Not Evident	The principal and other school leaders rarely, if ever, use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	

Leadership Standard 4 -Uses processes to systematically analyze data to improve student achievement		
1. Exemplary	Extensive, comprehensive processes, including root cause analysis, are used consistently to analyze data (e.g., multiple sources of data: classroom, grade level, departmental, and subgroup, perception data) to improve student achievement.	✓
2. Operational	Numerous processes are used frequently to analyze data (e.g., multiple sources of data: classroom, grade level, departmental, and subgroup, perception data) to improve student achievement.	
3. Emerging	Some processes are in place and used occasionally to analyze data to improve student achievement.	
4. Not Evident	Few, if any, processes are in place to analyze data to improve student achievement.	

Leadership Standard 5 -Builds leadership capacity through shared decision-making and problem-solving		
1. Exemplary	Extensive structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities. Administrators collaborate consistently with staff members to gather input.	✓
2. Operational	Numerous structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.	
3. Emerging	Some structures exist for staff to engage in shared decision-making, problem-solving, or both.	
4. Not Evident	Few, if any, structures exist for staff to engage in shared decision-making or problem-solving.	

Effective Leadership Data

Leadership Standard 6 -Establishes and supports a data-driven school leadership team that is focused on student learning		
1. Exemplary	A highly effective, proactive, and data-driven school leadership team is focused on student learning. The leadership team addresses nearly all areas of student and staff learning and school leadership, including the development, implementation, and regular monitoring of the school improvement plan.	✓
2. Operational	A data-driven school leadership team is established with stakeholder representation (e.g., core and non-core teachers, certified support staff) and is focused on student learning. The school leadership team meets regularly and uses norms and protocols to work effectively and efficiently.	
3. Emerging	The school leadership team is established and has some stakeholder representation but is focused chiefly on school operations rather than student learning.	
4. Not Evident	A school leadership team does not exist or does not have adequate stakeholder representation.	

Effective Leadership Data

Leadership Standard 7 -Monitors and evaluates the performance of teachers and other staff using multiple data sources		
1. Exemplary	Monitoring the performance of teachers and other staff through observations, surveys, data, and documentation is consistent and comprehensive, resulting in highly accurate performance evaluations. A comprehensive system is in place to provide teachers and staff with ongoing, accurate, timely, detailed, descriptive feedback related to their performance. Administrators use the evaluation process to identify role models, teacher leaders, or both.	
2. Operational	Monitoring the performance of teachers and other staff regularly occurs using data or documentation, generally resulting in accurate performance evaluations. Teachers and staff receive accurate, timely, descriptive feedback related to their performance.	✓
3. Emerging	Monitoring the performance of teachers and other staff is inconsistent, incomplete, or lacks data or documentation, sometimes resulting in inaccurate performance evaluations. Teachers and staff receive some descriptive feedback related to their performance.	
4. Not Evident	Monitoring the performance of teachers and other staff rarely occurs or often results in inaccurate performance evaluations. Teachers and staff receive little or no descriptive feedback related to their performance.	

Leadership Standard 8 -Provides ongoing support to teachers and other staff		
1. Exemplary	A comprehensive support system that is timely and targeted to individual needs is provided to teachers and other staff.	✓
2. Operational	Most support provided to teachers and other staff is targeted to individual needs.	
3. Emerging	Some support provided to teachers and staff is targeted to individual needs.	
4. Not Evident	Support to teachers and staff does not exist or is not targeted to individual needs.	

Effective Leadership Data

Planning and Organization Standard 1 -Shares a common vision and mission that define the school culture and guide the continuous improvement process		
1. Exemplary	A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders. The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed. The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement.	✓
2. Operational	A common vision and mission have been developed through a collaborative process and communicated to most stakeholders. The vision and mission define the culture of the school and guide the continuous improvement process.	
3. Emerging	A common vision and mission have been developed by some staff members but have not been effectively communicated so that they guide the continuous improvement process.	
4. Not Evident	A common vision and mission have not been developed or updated or have been developed by a few staff members.	

Planning and Organization Standard 2 -Uses a data-driven and consensus-oriented process to develop and implement a school improvement plan that is focused on student performance		
1. Exemplary	A school improvement plan has been developed using a data-driven and consensus-oriented process with input from nearly all stakeholders. The plan includes appropriate goals and strategies with a strong focus on increasing student performance. This process and plan consistently guide the work of the school staff.	✓
2. Operational	A school improvement plan has been developed using a data-driven and consensus-oriented process with input from most plan stakeholders. The plan includes appropriate goals and strategies with a focus on increasing student performance.	
3. Emerging	A school improvement plan has been developed with input from some stakeholders. The school improvement plan is based on incomplete data analysis with limited focus on student performance.	
4. Not Evident	An up-to-date, data-driven school improvement plan focused on student performance is not in place.	

Effective Leadership Data

Planning and Organization Standard 3 -Monitors implementation of the school improvement plan and makes adjustments as needed		
1. Exemplary	The goals and strategies of the school improvement plan are continually monitored by administrators, the school leadership team, and teacher leaders to evaluate the impact on student performance. Ongoing adjustments are made based on various performance, process, and perception data.	✓
2. Operational	he goals and strategies of the school improvement plan are regularly monitored by administrators and the school leadership team to evaluate the impact on student performance. Adjustments are made to the plan, as needed, based on the analysis of data.	
3. Emerging	The goals and strategies of the school improvement plan are occasionally monitored by administrators.	
4. Not Evident	The goals and strategies of the school improvement plan are rarely, if ever, monitored.	

Planning and Organization Standard 4 -Monitors the use of available resources to support continuous improvement		
1. Exemplary	The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is consistently monitored. School schedules and processes are designed to make effective use of personnel, time, materials, and equipment.	✓
2. Operational	The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is frequently monitored.	
3. Emerging	The use of available resources to support continuous improvement is inconsistently monitored.	
4. Not Evident	The use of available resources to support continuous improvement is rarely, if ever, monitored.	

Effective Leadership Data

Planning and Organization Standard 5 -Develops, communicates, and implements rules, policies, schedules, and procedures to maximize student learning and staff effectiveness		
1. Exemplary	Rules, policies, schedules, and procedures are developed with stakeholder input, effectively communicated, and consistently implemented throughout the school to maximize student learning and staff effectiveness. These rules, policies, schedules, and procedures are consistently reviewed and revised as needed.	✓
2. Operational	Rules, policies, schedules, and procedures are developed, communicated, and implemented throughout the school to maximize student learning and staff effectiveness. These rules, policies, schedules, and procedures are periodically reviewed and systematically revised as needed.	
3. Emerging	Rules, policies, schedules, and procedures are developed but are not effectively communicated or are implemented inconsistently across the school.	
4. Not Evident	Rules, policies, or procedures are not developed, are poorly communicated, or are ineffectively implemented. In some cases, rules, policies, schedules, or procedures are out of date or have become barriers to student learning or staff effectiveness.	

Effective Leadership Data

Planning and Organization Standard 6 -Uses protocols to maintain the school campus and equipment providing a safe, clean, and inviting learning environment		
1. Exemplary	Protocols (e.g., safety drills, tornado drills, inclement weather plans, current crisis plan, school-wide safety plan, maintenance protocols, facility-use protocols, functional custodial schedules) are used extensively to maintain the school campus and equipment providing a safe, clean, and inviting learning environment. A proactive maintenance process is in place, and repairs are completed in a satisfactory and timely manner, when needed.	✓
2. Operational	Protocols (e.g., safety drills, tornado drills, inclement weather plans, current crisis plan, school-wide safety plan, maintenance protocols, facility-use protocols, functional custodial schedules) are used to maintain the school campus and equipment providing a safe, clean, and inviting learning environment. The school and campus are clean, well-maintained, inviting, and safe.	
3. Emerging	Protocols are sometimes used to maintain the school campus and equipment. The school and campus are partially clean, maintained, and inviting, but some safety issues exist.	
4. Not Evident	Protocols do not exist or are rarely, if ever, used to maintain the school campus and equipment. The school and campus are not clean, maintained, or inviting, and safety issues exist.	

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of professional capacity needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the Professional Capacity webinar for additional information and guidance.

Professional Capacity Data

Leadership Standard 5 -Builds leadership capacity through shared decision-making and problem-solving		
1. Exemplary	Extensive structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities. Administrators collaborate consistently with staff members to gather input.	
2. Operational	Numerous structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.	✓
3. Emerging	Some structures exist for staff to engage in shared decision-making, problem-solving, or both.	
4. Not Evident	Few, if any, structures exist for staff to engage in shared decision-making or problem-solving.	

Professional Learning Standard 1 -Aligns professional learning with needs identified through analysis of a variety of data		
1. Exemplary	Professional learning needs are identified and differentiated through a collaborative analysis process using a variety of data (e.g., student achievement data, examination of student work, process data, teacher and leader effectiveness data, action research data, perception data from students, staff, and families). Ongoing support is provided through differentiated professional learning.	
2. Operational	Professional learning needs are identified through a collaborative analysis process using a variety of data (e.g., student achievement data, examination of student work, process data, teacher and leader effectiveness data, action research data, perception data from students, staff, and families).	✓
3. Emerging	Professional learning needs are identified using limited sources of data.	
4. Not Evident	Professional learning needs are identified using little or no data.	

Professional Capacity Data

Professional Learning Standard 2 -Establishes a culture of collaboration among administrators and staff to enhance individual and collective performance		
1. Exemplary	Administrators and staff, as a foundational practice, consistently collaborate to support leadership and personal accountability and to enhance individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback). Teachers conduct action research and assume ownership of professional learning processes.	
2. Operational	Administrators and staff routinely collaborate to improve individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback).	✓
3. Emerging	Administrators and staff sometimes collaborate to improve individual and collective performance.	
4. Not Evident	Administrators and staff rarely collaborate to improve individual and collective performance.	

Professional Learning Standard 3 -Defines expectations for implementing professional learning		
1. Exemplary	Administrators, teacher leaders, or both consistently define expectations for the implementation of professional learning, including details regarding the stages of implementation and how monitoring will occur as implementation progresses.	✓
2. Operational	Administrators, teacher leaders, or both regularly define expectations for the implementation of professional learning.	
3. Emerging	Administrators, teacher leaders, or both occasionally define expectations for the implementation of professional learning.	
4. Not Evident	Administrators, teacher leaders, or both rarely, if ever, define expectations for the implementation of professional learning.	

Professional Capacity Data

Professional Learning Standard 4 -Uses multiple professional learning designs to support the various learning needs of the staff		
1. Exemplary	Staff members actively participate in job-embedded professional learning that engages collaborative teams in a variety of appropriate learning designs (e.g., collaborative lesson study, analysis of student work, problem solving sessions, curriculum development, coursework, action research, classroom observations, online networks). Professional learning includes extensive follow-up with descriptive feedback and coaching.	
2. Operational	Staff members actively participate in professional learning, most of which is job-embedded, which includes multiple designs (e.g., collaborative lesson study, analysis of student work, problem-solving sessions, curriculum development, coursework, action research, classroom observations, online networks) to support their various learning needs. Professional learning includes follow-up with feedback and coaching.	✓
3. Emerging	Some staff members are engaged in professional learning that makes use of more than one learning design to address their identified needs.	
4. Not Evident	Staff members receive single, stand-alone professional learning events that are informational and mostly large-group presentation designs.	

Professional Learning Standard 5 -Allocates resources and establishes systems to support and sustain effective professional learning		
1. Exemplary	Extensive resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are allocated to support and sustain effective professional learning. Opportunities to practice skills, receive follow-up, feedback, and coaching are provided to support the effectiveness of professional learning.	
2. Operational	Adequate resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are in place to support and sustain professional learning.	✓
3. Emerging	Some resources and systems are allocated to support and sustain professional learning.	
4. Not Evident	Few, if any, resources and systems are provided to support and sustain professional learning.	

Professional Capacity Data

Professional Learning Standard 6 -Monitors and evaluates the impact of professional learning on staff practices and student learning		
1. Exemplary	Monitoring and evaluating the impact of professional learning on staff practices and increases in student learning occurs extensively. Evaluation results are used to identify and implement processes to extend student learning.	✓
2. Operational	Monitoring and evaluating the impact of professional learning on staff practices and student learning occurs routinely.	
3. Emerging	Monitoring and evaluating the impact of professional learning on staff practices occurs sporadically.	
4. Not Evident	Monitoring and evaluating the impact of professional learning on staff practices occurs rarely, if ever.	

Professional Capacity Data

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to family and community engagement. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the Family and Community Engagement webinar for additional information and guidance. Visit Georgia's Family Connection Partnership's KIDS COUNT for additional data.

Family and Community Engagement Data

Family and Community Engagement Standard 1 -Creates an environment that welcomes, encourages, and connects family and community members to the school		
1. Exemplary	The school has a well-established, inviting learning environment that welcomes, encourages, and connects family and community members to the school. Numerous opportunities are given to family members to become actively engaged in school-related events and improvement efforts as participants, event managers, and workers.	✓
2. Operational	The school has created an environment that welcomes, encourages, and connects family and community members to the school.	
3. Emerging	The school has made some progress toward creating an environment that welcomes, encourages, and connects family and community members to the school.	
4. Not Evident	The school has not created an environment that welcomes, encourages, or connects family and community members to the school.	

Family and Community Engagement Standard 2 -Establishes structures that promote clear and open communication between the school and stakeholders		
1. Exemplary	Extensive structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented. Structures are continuously monitored for reliable and interactive communication.	
2. Operational	Most structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented.	
3. Emerging	Some structures that promote clear and open communication between the school and stakeholders exist.	✓
4. Not Evident	Few, if any, structures that promote clear and open communication between the school and stakeholders exist.	

Family and Community Engagement Data

Family and Community Engagement Standard 3 -Establishes relationships and decision-making processes that build capacity for family and community engagement in the success of students		
1. Exemplary	A wide variety of relationships and collaborative decision-making processes (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services, post-secondary partnerships) are pervasive in promoting student success and well being. Expectations for family and community engagement are embedded in the culture and result in stakeholders being actively involved in decision-making.	✓
2. Operational	Numerous relationships and decision-making processes (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services) effectively build capacity for family and community engagement in the success of students.	
3. Emerging	Limited relationships and decision-making processes have been initiated by the school to build capacity for family and community engagement.	
4. Not Evident	Relationships and decision-making processes for families and the community are non-existent, or those that do exist contribute minimally to student success.	

Family and Community Engagement Data

Family and Community Engagement Standard 4 -Communicates academic expectations and current student achievement status to families		
1. Exemplary	The school staff provides families with ongoing, detailed academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols). Extensive communication related to the current achievement level of individual students is provided (e.g., progress reports, student-led parent conferences, report cards, reading level reports, state test reports, school-based assessment reports, online reporting system).	
2. Operational	The school staff communicates academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols) throughout the year. Regular communication related to the current achievement level of individual students is provided (e.g., progress reports, parent conferences, report cards, reading level reports, state test reports, school-based assessment reports, online reporting system).	✓
3. Emerging	The school staff communicates some academic expectations at the start of the year. Some communication related to the current achievement level of individual students is provided.	
4. Not Evident	The school staff does little to inform families of academic expectations. Little, if any, communication related to the current achievement level of individual students is provided.	

Family and Community Engagement Standard 5 -Develops the capacity of families to use support strategies at home that will enhance academic achievement		
1. Exemplary	The school continually develops the capacity (e.g., parent training, lunch and learn, make-it and take-it) of families to use support strategies at home that will enhance academic achievement.	
2. Operational	The school frequently develops the capacity (e.g., parent training, lunch and learn, make-it and take-it) of families to use support strategies at home that will enhance academic achievement.	✓
3. Emerging	The school occasionally develops the capacity of families to use support strategies at home that will enhance academic achievement.	
4. Not Evident	The school seldom, if ever, develops the capacity of families to use support strategies at home that will enhance academic achievement.	

Family and Community Engagement Data

Family and Community Engagement Standard 6 -Connects families with agencies and resources in the community to meet the needs of students		
1. Exemplary	The school has a systematic process in place to connect families with an array of agencies and resources (e.g., Y-Clubs, after-school programs, health and counseling services, community service agencies, civic organizations, tutoring services) to meet the needs of students.	
2. Operational	The school regularly connects families to agencies and resources in the community (e.g., Y-Clubs, after-school programs, health and counseling services, community service agencies, civic organizations, tutoring services) to meet the needs of students.	✓
3. Emerging	The school sometimes connects families to agencies and resources in the community to meet the needs of students.	
4. Not Evident	The school does little to connect families with agencies and resources in the community to meet the needs of students.	

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to a supportive learning environment. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). Student subgroups with a count of less than 15 are denoted by "TFS" (too few students). See the Supportive Learning Environment webinar for additional information and guidance.

Supportive Learning Environment Data

Instruction Standard 1	-Provides a supportive and well-managed environment conducive to learning	
1. Exemplary	A supportive and well-managed environment conducive to learning is evident throughout the school. Students consistently stay on-task and take responsibility for their own actions.	✓
2. Operational	A supportive and well-managed environment conducive to learning is evident in most classrooms.	
3. Emerging	A supportive and well-managed environment conducive to learning is evident in some classrooms.	
4. Not Evident	A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms.	

Instruction Standard 2	-Creates an academically challenging learning environment	
1. Exemplary	Nearly all teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration). Students consistently work independently and in teams to solve real-world problems that require advanced effort, decision-making, and critical and creative thinking.	
2. Operational	Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).	✓
3. Emerging	Some teachers create an academically challenging learning environment.	
4. Not Evident	Few, if any, teachers create an academically challenging learning environment.	

Supportive Learning Environment Data

Instruction Standard 8 -Establishes a learning environment that empowers students to actively monitor their own progress		
1. Exemplary	Nearly all students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress. Nearly all students develop a sense of personal responsibility and accountability by engaging in record keeping, self-monitoring, sharing, exhibiting, and self-reflection.	
2. Operational	Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.	
3. Emerging	Some students use tools to actively monitor their own progress.	✓
4. Not Evident	Few, if any, students use tools to actively monitor their own progress.	

School Culture Standard 1 -Develops, communicates, and implements rules, practices, and procedures to maintain a safe, orderly learning environment		
1. Exemplary	Rules, practices, and procedures that maintain a safe, orderly learning environment are proactively developed, communicated, and consistently implemented across the school. These rules, practices, and procedures are continually monitored and revised as needed.	
2. Operational	Rules, practices, and procedures that maintain a safe, orderly learning environment are developed, communicated, and implemented.	✓
3. Emerging	Rules, practices, and procedures are developed and communicated but are ineffective or inconsistently implemented across the school.	
4. Not Evident	Rules, practices, and procedures that maintain a safe, orderly, learning environment are not developed nor updated or are poorly communicated.	

Supportive Learning Environment Data

School Culture Standard 2 -Establishes a culture of trust and respect that promotes positive interactions and a sense of community		
1. Exemplary	Extensive evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established. A pervasive commitment to promoting positive interactions and a sense of community is evident.	✓
2. Operational	Evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established. A sustained commitment to promoting positive interactions and a sense of community is evident.	
3. Emerging	Some evidence exists that a culture of trust and respect has been established. A limited commitment to promoting positive interactions and a sense of community is evident.	
4. Not Evident	Little or no evidence exists that a culture of trust and respect has been established. Unresolved conflicts interfere with a sense of community.	

School Culture Standard 3 -Establishes a culture that supports the college and career readiness of students		
1. Exemplary	Extensive evidence (e.g., advisement, career counseling, transition coaching, high expectations) exists that the beliefs and practices of the school support the college and career readiness of students. The school culture supports addressing individual achievement needs and strengths to prepare students for success.	
2. Operational	Evidence (e.g., advisement, career counseling, transition coaching, high expectations) exists that the beliefs and practices of the school support the college and career readiness of students.	✓
3. Emerging	Some evidence exists that the school supports the college and career readiness of students.	
4. Not Evident	Little or no evidence exists that the school supports the college and career readiness of students.	

Supportive Learning Environment Data

School Culture Standard 4 -Supports the personal growth and development of students		
1. Exemplary	The school staff consistently provides a comprehensive system of support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to maximize the personal growth and development of nearly all students.	
2. Operational	The school staff regularly provides support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to enhance the personal growth and development of students.	✓
3. Emerging	The school staff sporadically supports the personal growth and development of students.	
4. Not Evident	The school staff does little to support the personal growth and development of students.	

School Culture Standard 5 -Recognizes and celebrates achievements and accomplishments of students and staff		
1. Exemplary	The school community consistently recognizes and celebrates the achievements and accomplishments of students and staff. The celebrations are publicized within the school and to the community and support the culture of the school.	✓
2. Operational	The school community regularly recognizes and celebrates the achievements and accomplishments of students and staff.	
3. Emerging	The school community periodically recognizes or celebrates the achievements or accomplishments of students and/or staff.	
4. Not Evident	The school community rarely, if ever, recognizes or celebrates the achievements or accomplishments of students or staff.	

Supportive Learning Environment Data

Planning and Organization Standard 1 -Shares a common vision and mission that define the school culture and guide the continuous improvement process		
1. Exemplary	A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders. The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed. The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement.	
2. Operational	A common vision and mission have been developed through a collaborative process and communicated to most stakeholders. The vision and mission define the culture of the school and guide the continuous improvement process.	✓
3. Emerging	A common vision and mission have been developed by some staff members but have not been effectively communicated so that they guide the continuous improvement process.	
4. Not Evident	A common vision and mission have not been developed or updated or have been developed by a few staff members.	

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

Analyze the LEA's data and answer the guiding questions to determine existing trends and patterns that support the identification of demographic and financial needs. Student subgroups with a count of less than 15 are denoted by "TFS" (too few students).

What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]	TES School Improvement CNA Student Health Surveys School Leadership Team Feedback Title 1 Stakeholder Meetings Federal Program Needs Assessment Family Engagement Survey

What does the perception data tell you? (perception data can describe people's knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question "What do people think they know, believe, or can do?")	The perception data tells us: IDENTIFIED STRENGTHS TCS Stakeholder Data: ●Family and Community Engagement -100% of respondents indicated that structures promoting clear and open communication between schools and stakeholders have been effectively established. This shows exceptional success in building strong relationships with families and the community, with no respondents indicating any issues with clarity or timeliness in communication. ●Governance -82.4% of teachers reported that the district uses a systematic and collaborative process for aligning policies, procedures, and practices with laws and regulations. This suggests the district has a well-developed governance structure that supports compliance and consistency. Parent Involvement Data: ●Welcoming School Environment- 84.6% of parent responses indicated that our school offers a clean and safe environment. ● School/Family Communication -96.2% Parents are provided with regular reports regarding their child's educational progress. ● School/Family Communication - 96.2% Parents are provided with assistance in understanding standardized tests and classroom benchmark assessments. ●Parents as Decision Makers- 92.3% Parents are included in making decisions related to the education of their children. IDENTIFIED AREAS OF CONCERN

	TCS. Stakeholder Data: ●Allocation and Management of Resources -ul ● 31.1% of staff members believe the budget process, although defined, needs improvement in collaboration and equity across departments. Continued work is needed to ensure all voices are heard and funding decisions are effectively aligned with student needs. Parent Involvement Data: ●Student Achievement -72.1% of parent responses indicated that the district and my school make sure that all students have the help and support they need to be successful in school. 4% of parents who responded disagreed with this statement.

What process data did you use? (examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent workshops)	● Student Health Survey ● STEAM projects and participation ● School Counselor Reports ● Title 1 Stakeholder Meetings ● Federal Program Needs Assessment ● Data Dig Parent Survey I met with our leadership team and discussed the Data Collection Analysis for our Instructional System, Effective Leadership, Professional Capacity, Family and Community Engagement, and Supportive Learning Environment. Teachers from our leadership team provided feedback on each section. A SIP CNA survey was then sent out to our entire staff in a a Google form. Our family engagement coordinator, Mrs. Heather Stewart, shared the results of the family engagement survey with our staff, as well as with our stakeholders at our annual TES Stakeholder Meeting. Student surveys are conducted by our STEAM Lab teacher. School Counselor visits are tracked and documented in a spreadsheet throughout the school year by our counselor, Mrs. Brown. Behavior data is discussed monthly by our admin and leadership team. We define and implement strategies to target behavior patterns.

What does the process data tell you? (process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question "What did you do for whom?")	IDENTIFIED STRENGTHS ● Our process data tells us that our school does an exemplary job of establishing and maintaining a culture of trust and respect that promotes positive interactions and a sense of community. ● TES had a 78% response rate for the Georgia Student Health Survey. ● 62% of students completing the Georgia Student Health Survey indicate that they enjoy learningalmost every day. ● 74% of students completing the Georgia Student Health Survey responded that teachers check with students to make sure they know what to do in class almost every day and 80% responded that teachers show examples of what you do before you startalmost every day. ● 87% of students completing the Georgia Student Health Survey responded thatMost to Allof the adultsshow they care about students.

	● 92% of students completing the Georgia Student Health Survey responded that they feelvery safe to extremely safein classsrooms. ● 93% of students completing the Georgia Student Health Survey responded that they know the right steps to follow in an emergency eithervery well or extremely well. ● 72% of students completing the Georgia Student Health Survey responded that they areNeverbullied at school. ● Of 154 total student referrals (PK-5th) to our school counselor for the 2024-2025 school year, only 4.5% of those referrals were forbullying. ● Our students have meaningful and exciting learning opportunities though our STEAM classes. ● Student achievement and academic progress are consistently celebrated through PAWSitive Office Referrals, Bulldog High Fives, and Character Ed Pep Rallies. IDENTIFIED AREAS OF CONCERN ●Attendance- On the Georgia Student Health Survey, 67% of students indicated that they were absent due to doctor's appointments and 24% responded the absences were due to family vacations. ● As indicated by our staff CNA responses, our school needs to do a better job at establishing a learning environment that empowers students to actively monitor their own progress. (63% Exemplary, 27% Operational, 9% Emerging) ●Counseling- Of 154 total student referrals (PK-5th) to our school counselor for the 2024-2025 school year, 16% of those referrals were for students struggling withfriendships.

What achievement data did you use?	Achievement data sources include: ● Georgia Milestones Assessment ● MAP Assessment (3 times per year) ● CCRPI ● Attendance Reports ● GKIDS ● Phonics inventory ● Report card grades ● Classroom formative/summative assessments *See document in Additional Files

What does your achievement data tell you?	Achievement Data Summary: Our analysis of the 2025 Georgia Milestones ELA achievement data reveals encouraging progress, with the percentage of students scoring in the Developing or Above category increasing from 83.5% in 2024 to 90.4% in 2025. This growth reflects a positive trend in overall student performance and a strong step forward in meeting our instructional goals. However, a closer look at the data shows a slight decline in the percentage of students scoring in the Proficient or Above category, from 56.6% in 2024 to 53.2% in 2025. While we celebrate the significant gains in helping more students move out of the Beginning

	Learner level, we recognize that increasing the number of students achieving proficiency and beyond remains a critical area for growth. Our continued focus will be on deepening literacy instruction to ensure all students build strong reading foundations and are challenged to reach their highest potential as readers. Attendance Data Summary: An analysis of our attendance data over recent years highlights a notable shift in student attendance patterns since the onset of the COVID-19 pandemic. Specifically, the percentage of students with perfect attendance has significantly declined, reaching a low of 3.5% in the 2023–2024 school year compared to 11.4% in 2018–2019. This sharp decrease emphasizes a continued challenge in reestablishing consistent attendance habits post-pandemic. On a more positive note, the percentage of students absent for more than 10 days has shown steady improvement, decreasing from 39.7% in 2020 to 28.6% in 2024. Despite this progress, we believe there is still room for substantial improvement. With a more intentional and targeted approach to promoting the importance of regular attendance, we aim to further reduce chronic absenteeism. We recognize that consistent attendance is directly linked to student achievement. Missed instructional time can hinder academic growth, and therefore, attendance will remain a key focus area in our ongoing efforts to support student success. *See document in Additional Files

What demographic data did you use?	We collected demographic data gleaned from NWGA RESA Data Warehouse, CCRPI reports, and our student information system, Powerschool. *See document in Additional Files

What does the demographic data tell you?	Demographic Data Summary An analysis of Georgia Milestones and CCRPI data from 2022 to 2025 highlights both progress and ongoing areas of need, particularly in English Language Arts (ELA). While there have been encouraging improvements in overall student performance, the data reveals persistent achievement gaps among key subgroups that require focused attention. InELA, the percentage of students scoring at Level 1 (Beginning Learner) rose from13.73% in 2022 to 16.4% in 2024, before making a significant drop to9.6% in 2025. This recent improvement is promising; however, subgroup data continues to show disparities.English Language Learners (ELLs)consistently made up a notable portion of Level 1 students, with percentages fluctuating from46.15% in 2022to32.14% in 2025. Similarly,students with disabilities (SWD)represented29.2% of Level 1 students in 2023, peaking at34.7% in 2024, then declining to23.08% in 2025. While these trends indicate progress, they also underscore the need for sustained support and targeted interventions, especially in reading and literacy development for ELL and SWD populations.

	In contrast,Math performancehas shown steady improvement. The percentage of students scoring at Level 1 declined from9.15% in 2022 to just 2.79% in 2025. ELL students in this group decreased from41.02% in 2022 to 0% in 2025, and the SWD subgroup also saw a reduction from32.1% in 2023 to 15.38% in 2025, suggesting that math-specific supports and instructional strategies have been effective. Despite these gains,2024 CCRPI Closing the Gaps datarevealed a decline in subgroup performance in ELA. Multiple subgroups—unlike in 2023, where all except SWD exceeded target goals—fell below the state's Closing the Gaps targetsin 2024. This indicates a need to refocus on literacy achievement for all students, with an emphasis on subgroup performance and equity.
	In summary, while TES celebrates notable academic gains—particularly in math and the reduction of students scoring at Level 1—the data clearly identifiesELA achievement across all subgroups as an area for continued focus. Sustained efforts to support teachers in implementing the new ELA standards, provide differentiated instruction, and monitor subgroup progress will be critical to closing gaps and ensuring success for every student.

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns

Read the trends and patterns summaries from each section of the data analysis process. Use the information in these summaries to complete 3.2 and 3.3. Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.2. Watch the Identifying Need webinar for additional information and guidance.

Strengths and Challenges Based on Trends and Patterns

| Coherent Instructional:Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs? | Coherent Instruction: Strengths and Challenges
Strengths:
A consistent strength across grade levels at TES is the alignment of instruction with Georgia Department of Education standards. Teachers utilize state-provided resources to ensure standards-based instruction and appropriate pacing. A variety of instructional strategies—such as vocabulary development, flexible grouping, small group instruction, and intentional connections to prior knowledge—support academic growth across content areas.
Instruction is strengthened by the use of formative assessment data to drive targeted small group instruction. Teachers regularly analyze MAP data results, along with formal and informal assessments, to tailor instruction and regroup students based on evolving learning needs. This data-driven approach promotes differentiation and supports individual student progress.
TES promotes goal setting through "Data Digs" held in the fall, winter, and spring. Students set SMART goals in reading and math with input from teachers and families. Progress toward these goals is shared regularly through grade reports, data charts, and MAP reports. Parents also have real-time access to their child's academic performance via PowerSchool, enhancing transparency and engagement.
Technology integration supports instruction through web-based platforms such as Reading Eggs, Mathseeds, and eSpark, which provide personalized practice and track student progress.
In addition to academic instruction, TES maintains a positive school culture through Character Education Pep Rallies and a structured discipline framework. Students are recognized quarterly for demonstrating positive character traits, while behavior concerns are addressed through a progressive discipline plan, with consistent documentation and communication among staff and families.
Challenges:
While TES has many instructional strengths, key areas for growth have been identified for the 2025–2026 school year. One challenge is ensuring consistent use oflearning targetsin daily instruction. Increasing teacher accountability for clearly presenting and revisiting learning targets throughout the lesson will help students better understand the purpose of their learning and stay focused on key objectives. Additionally, while students are currently involved in goal setting, there |

Strengths and Challenges Based on Trends and Patterns

	is a need to empower them further byactively monitoring their own progress. Encouraging greater student ownership of learning will enhance motivation and support the development of lifelong learning skills. Moving forward, TES will focus on strengthening instructional practices by deepening the use of learning targets and increasing student agency in tracking their academic progress.

Effective Leadership:Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Effective Leadership At TES, effective leadership is demonstrated through a strong emphasis on clear communication, high professional expectations, and a commitment to shared decision-making. School administrators prioritize maintaining consistent communication around professional responsibilities, instructional goals, and school-wide expectations throughout the academic year. This is achieved through structured opportunities for collaboration and dialogue during faculty meetings, leadership team meetings, and Professional Learning Communities (PLCs). These platforms allow for the exchange of ideas, timely dissemination of information, and collective problem-solving to support both staff and student success. Communication with families is also a clear strength. Parents receive timely and consistent updates through multiple channels, including "One Call" messages, social media, Class Dojo, school website updates, and personal phone calls. Events such as Data Digs and parent-teacher conferences provide valuable opportunities for two-way communication and collaboration around student learning goals. This strong focus on family engagement ensures that parents are well-informed and actively involved in their child's academic journey.

Professional Capacity:Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Professional Capacity: At TES, Professional Learning Communities (PLCs) play a vital role in promoting instructional consistency and data-driven decision-making. This past year, we have focused on increasing professional knowledge of newly adopted ELA standards and ensuring that our instructional practices and resources are aligned with the Science of Reading across grade levels and are effective in meeting student needs. Grade-level teams also collaborate regularly to monitor student progress and prepare for Data Dig events, where families are engaged in reviewing student goals and achievement data. PLCs meet consistently throughout the school year to analyze MAP data, identify students with learning gaps through the Multi-Tiered System of Supports (MTSS) process, and plan responsive instruction based on identified needs. This structured approach ensures that instruction is both targeted and equitable. Professional learning goals aligned with instructional best practices are embedded within the Teacher Keys Effectiveness System (TKES)

Strengths and Challenges Based on Trends and Patterns

	platform. These goals are reviewed and discussed during mid-year and summative conferences, fostering professional reflection and growth. Focus Area for 2025–2026: Based on staff feedback, there is a desire to diversify the formats of professional learning to better support the varying needs and learning preferences of educators. In the upcoming school year, TES will focus on incorporating multiple professional learning designs, including workshops, peer observations, and mentoring.
Family and Community Engagement:Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	TES is committed to fostering strong partnerships with families and the community through a variety of meaningful engagement opportunities. One of our cornerstone initiatives is theData Digevents, held three times per year. During these sessions, teachers share up-to-date academic data in reading and math and provide families with hands-on games and activities designed to support learning at home. These events empower parents to take an active role in their child's academic progress. Data Digs will continue as a key component of our family engagement strategy in the 2025–2026 school year. In addition to Data Digs, TES hosts a wide range of events that promote family and community involvement, includingTES Orientation, Open House, Grandparents Night, Daddy-Daughter Dance, Mother-Son Event, Field Day, the Pre-K Carnival,and various special grade-level celebrations. These events help build a strong sense of school community and provide families with multiple avenues to engage in their child's educational experience. Focus Area for 2025–2026: Looking ahead, TES aims to strengthen our family and community engagement efforts byestablishing stronger connections between families and local agencies and support services. By improving access to community resources, we can better meet the academic, social, emotional, and physical needs of our students and families.
Supportive Learning Environment:Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Supportive Learning Environment: At TES, we are dedicated to creating a positive, inclusive, and supportive learning environment where all students feel valued and encouraged to reach their full potential. Our school-wide behavior framework,P.A.W.S. (Positive Attitude, Accept Responsibility, Work Hard, Serve Others),serves as the foundation for promoting respect, responsibility, and kindness throughout the school. Behavior expectation matrices have been developed and clearly posted in all classrooms and the cafeteria to ensure consistency and clarity. Students are rewarded for positive behavior through the P.A.W.S. chart system, earning special privileges and incentives for meeting or exceeding expectations. PAWSitive Office Referralsprovide another avenue for recognizing students who go above and beyond in demonstrating positive behavior and strong character. When recognized, students are sent to the office,

Strengths and Challenges Based on Trends and Patterns

	receive a small reward, and have their photo taken with an administrator. These moments are celebrated publicly through our school's Facebook page, reinforcing the importance of respectful and responsible behavior.
	Our Character Education Pep Rallies further promote a supportive school culture. Each month, the school counselor introduces a new character trait through books, videos, lessons, and visual materials. Teachers nominate one student per class who exemplifies the monthly trait. At the end of each quarter, these students are celebrated at a school-wide pep rally, receive a certificate, spin the prize wheel, and participate in fun games alongside administrators and our Extremes Team. These events help reinforce behavior expectations and strengthen a sense of community among students.
	Academic achievement is also celebrated through the Bulldog High Fives initiative. When students meet their individual SMART goals in reading or math, they are recognized by the principal with a certificate, a popsicle, and a featured photo on the school's Facebook page and website. This program builds motivation and encourages students to take pride in their academic accomplishments.
	Focus Area for 2025–2026:
	As we continue to build a supportive and student-centered environment, a key goal for the upcoming year is to empower students to take a more active role in monitoring their own progress. By integrating more opportunities for student self-reflection, goal tracking, and ownership of learning, we aim to further develop students' independence, motivation, and confidence in both academic and behavioral growth.

Demographic and Financial: Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Our economically disadvantaged population has risen over the past few years. Our students with learning disabilities and special needs population is at 9% and 18% are Hispanic/Latino, with the majority qualifying for EL services.
	2022-2023:
	● 20% of our student population is Hispanic/Latino
	● 4% of our student population is multi-racial
	● 74% of our student population is white
	● 8.2% of our student population are SWD
	● 2.4% of our student population are 504 students
	● 55% of our student population qualifies for free and reduced lunch
	2023-2024:
	●18.8% of our student population is Hispanic/Latino
	● 4.8% multi-racial
	● 75% of our student population is white
	● 7.9% of our student population are SWD
	● 3.2% of our student population are 504 students
	● 67.4% of our student population qualifies for free and reduced lunch
	2024-2025:

Strengths and Challenges Based on Trends and Patterns

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- 18% of our student population is Hispanic/Latino
- 4% multi-racial
- 75% of our student population is white
- 9% of our student population are SWD
- 3.46% of our student population are 504 students
- 63.17% of our student population qualifies for free and reduced lunch

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<td>Student Achievement:Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</td>
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TES has consistently demonstrated exceptional performance on the College and Career Ready Performance Index (CCRPI) since 2015, regularly surpassing state averages across all grade levels and subject areas. This sustained success is the result of a strong focus on academic progress and student growth, supported by a collaborative culture among teachers who routinely analyze student data to inform and refine instructional practices.

Our commitment to continuous improvement drives both student achievement and professional excellence. The collective efforts of our dedicated staff, data-driven instruction, and emphasis on individualized student support have positioned TES as one of the top-performing schools in Northwest Georgia. We remain focused on maintaining high standards while always seeking new opportunities to increase learning outcomes for all students. As evidenced in this year's CCRPI Closing the Gaps score, we will need an increased focus on Closing the Gap
CCRPI Data
2018: TES - 92.5, State - 76.6
2019: TES - 86.7, State - 78.8
2022:
Content Mastery: TES - 76.9, State - 63.0
Readiness: TES - 77.1, State - 71.8
2023:
Content Master: TES - 83.7, State - 64.7
Readiness: TES - 91.9, State - 82.3
Closing Gaps: TES - 100, State - 66.7
Progress: TES - 90.8, State - 85.8
2024:
Content Master: TES - 83.8, State - 67.8
Readiness: TES - 91.4, State - 83.2
Closing Gaps: TES - 55, State - 100
Progress: TES - 93.2, State - 86.2

*See document in Additional Files Section

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IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3. Watch the Identifying Need webinar for additional information and guidance.

Strengths	TES identifies students' individual needs based on a variety of assessments (MAP, Georgia Milestones, informal assessments) and addresses those needs with small group targeted instruction, differentiated teaching strategies, and research based interventions. We also utilize the support of online programs, such as Espark, Foundations A-Z, Reading Eggs and Mathseeds.

Challenges	At TES, we remain committed to meeting the diverse needs of all students, including those who are identified asstudents with disabilities, English Language Learners (ELLs), and economically disadvantaged. However, there are ongoing challenges in ensuring adequate resources—such as personnel, instructional materials, and targeted interventions—to fully support these subgroups, particularly our most academically and behaviorally at-risk learners. Language barriers continue to pose a challenge in effectively communicating academic goals and expectations with some ELL students and their families. Ensuring that families fully understand and engage with their child's learning plan requires continued improvement in accessibility and communication. Additionally, accurately identifying and implementing effective strategies and accommodations for students with disabilities remains an area of ongoing development. Staff members work diligently to individualize supports, but continued training and collaboration are essential to improve this process. To address these challenges, we actively collaborate with families, utilize interpreter services, and partner with district-level student support teams. These partnerships help us to better serve our students and continuously improve outcomes across all subgroups.

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.2 Identification and Prioritization of Overarching Needs

Use the results of 3.1 to identify the overarching needs of the LEA. Determine the priority order of the identified needs based on data, team member and stakeholder knowledge, and answers to questions in the table below. Be sure to address the major program challenges identified in 3.1. Watch the Identifying Need webinar for additional information and guidance.

Overarching Need # 1

Overarching Need	TES has identified a need to increase reading growth and achievement for specific student subgroups, including Hispanic, white, and students with disabilities. While Milestones data reflect overall progress, CCRPI Closing the Gaps data indicate that targeted improvement is still needed to ensure that all students are meeting or exceeding proficiency levels in literacy. To address this, there is an ongoing need to support staff in deepening their understanding of the new Georgia ELA standards and to ensure the effective implementation of instructional resources, evidence-based practices, and interventions with fidelity. Strengthening teacher capacity in these areas will directly impact student outcomes, promote consistency in instruction, and foster equitable literacy achievement for all learners.
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	

Overarching Need # 2

Overarching Need	TES has identified a growing need to increase student attendance, as consistent attendance is directly linked to academic success. A noticeable decline in perfect attendance since pre-pandemic years, along with a significant percentage of students missing more than 10 days annually, has impacted instructional time and student achievement. To address this, there is a need for a school-wide focus on promoting the importance of daily attendance, strengthening family partnerships, and implementing proactive strategies that reduce chronic absenteeism. Improving attendance rates will help ensure students have consistent access to instruction and support needed to reach their full academic potential.
How severe is the need?	High

Overarching Need # 2

Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.3 Root Cause Analysis

Select the top 2-4 overarching needs from 3.2. Conduct a separate root cause analysis (RCA) for each need. Any RCA tools and resources can be used, but suggestions are available as part of the Identifying Need webinar. After describing the RCA process, complete a table for each selected overarching need.

Overarching Need - TES has identified a need to increase reading growth and achievement for specific student subgroups, including Hispanic, white, and students with disabilities. While Milestones data reflect overall progress, CCRPI Closing the Gaps data indicate that targeted improvement is still needed to ensure that all students are meeting or exceeding proficiency levels in literacy. To address this, there is an ongoing need to support staff in deepening their understanding of the new Georgia ELA standards and to ensure the effective implementation of instructional resources, evidence-based practices, and interventions with fidelity. Strengthening teacher capacity in these areas will directly impact student outcomes, promote consistency in instruction, and foster equitable literacy achievement for all learners.

Root Cause # 1

Root Causes to be Addressed	- Inconsistent implementation and use of research-based resources/programs for effective instruction based on the science of reading - Lack of teacher accountability for reading instruction expectations school-wide - Insufficient use of clear learning targets during daily lessons - Inconsistent use of multiple web-based programs to challenge students on their individual reading level and identified areas of need
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title I - Part A - Improving Academic Achievement of Disadvantaged Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	

Overarching Need - TES has identified a growing need to increase student attendance, as consistent attendance is directly linked to academic success. A noticeable decline in perfect attendance since pre-pandemic years, along with a significant percentage of students missing more than 10 days annually, has impacted instructional time and student achievement. To address this, there is a need for a school-wide focus on promoting the importance of daily attendance, strengthening family partnerships, and implementing proactive strategies that reduce chronic absenteeism. Improving attendance rates will help ensure students have consistent access to instruction and support needed to reach their full academic potential.

Root Cause # 1

Root Causes to be Addressed	- Lack of consistent monitoring and accountability - Limited follow-through on truancy protocols - Insufficient communication of attendance data and trends
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	

School Improvement Plan
2025 - 2026

Trion City
Trion Elementary School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Trion City
School Name	Trion Elementary School
Team Lead	Beth Pelham
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (Federal funds budgeted separately)

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
✓	Free/Reduced meal application
	Community Eligibility Program (CEP) - Direct Certification ONLY
✓	Other (if selected, please describe below)Free and reduced rate was calculated based on 2024-2025 free/reduced meal application.

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	TES has identified a need to increase reading growth and achievement for specific student subgroups, including Hispanic, white, and students with disabilities. While Milestones data reflect overall progress, CCRPI Closing the Gaps data indicate that targeted improvement is still needed to ensure that all students are meeting or exceeding proficiency levels in literacy. To address this, there is an ongoing need to support staff in deepening their understanding of the new Georgia ELA standards and to ensure the effective implementation of instructional resources, evidence-based practices, and interventions with fidelity. Strengthening teacher capacity in these areas will directly impact student outcomes, promote consistency in instruction, and foster equitable literacy achievement for all learners.
Root Cause # 1	- Inconsistent implementation and use of research-based resources/programs for effective instruction based on the science of reading - Lack of teacher accountability for reading instruction expectations school-wide - Insufficient use of clear learning targets during daily lessons - Inconsistent use of multiple web-based programs to challenge students on their individual reading level and identified areas of need
Goal	Increase the percentage of students achieving Proficient or Above on the Georgia Milestones ELA Assessment from 53% in 2025 to 56% in 2026, reflecting a 3% gain in overall ELA proficiency across all tested grade levels and subgroups.

Action Step # 1

Action Step	Resource development and instructional support for teachers with the implementation of new ELA standards.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Staff participation during PLCs Resource and Instructional Supports Documents
Method for Monitoring Effectiveness	TKES PLC Sign-in Sheets Lesson Plans

Action Step # 1

Method for Monitoring Effectiveness	Professional growth and knowledge implemented into daily classroom practices
Position/Role Responsible	school admin, teachers, curriculum director
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	No partnership required.

Action Step # 2

Action Step	Continued implementation of the science of reading teaching strategies and resources into daily classroom instruction with fidelity.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged English Learners Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Schedules Grade book monitoring Lesson plan monitoring
Method for Monitoring Effectiveness	TKES MAP Growth Percentage Implementation with fidelity by all teachers
Position/Role Responsible	Regular Ed teachers ESOL teachers SPED teachers school admin
Timeline for Implementation	Weekly

Action Step # 2

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	No partnership required.

Action Step # 3

Action Step	Continue providing targeted reading support through small group instruction, inclusion, and resource settings. Additionally, employ a certified student support teacher to enhance instructional services for English Language Learners, Early Intervention Program (EIP) students, and students with disabilities.
Funding Sources	Title I, Part A Title III, Part A IDEA
Subgroups	Economically Disadvantaged English Learners Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	schedules, grade book monitoring, MAP assessment data
Method for Monitoring Effectiveness	Lesson Plans TKES Effective instructional practices consistently utilized by teachers
Position/Role Responsible	ESOL teachers, Special ed teachers, regular education teachers school admin paraprofessionals
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	No partnership required.

2.1 Overarching Need # 1   51

Action Step # 3

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	No partnership required.

Action Step # 4

Action Step	W.I.N. (What I Need) time, built into the daily schedule, and flexible tutoring times throughout the school year, as well as summer academy instruction to address individual students' learning needs.
Funding Sources	Title III, Part A IDEA
Subgroups	Economically Disadvantaged English Learners Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Schedules Rostering Attendance
Method for Monitoring Effectiveness	Attendance Sheets Lesson Plans Pre and Post Tests Differentiated reading instruction based on individual learning needs and achievement data
Position/Role Responsible	Teachers and support staff Admin
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	No partnership required.

Action Step # 5

Action Step	Data Digs During our three Data Digs (fall, winter, spring), we will share current reading data and teach instructional strategies to families in an effort to support instruction in the home setting.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Family and Community Engagement
Method for Monitoring Implementation	Communicate and prioritize meeting dates Incentives for attendance Teacher support and meeting preparation
Method for Monitoring Effectiveness	Participation: Sign-in Sheets Current academic data shared Skills and activities taught to families directly related to power standards Family attendance and participation at home Parent Survey
Position/Role Responsible	Teachers Family Engagement Coordinator Administrators Families
Timeline for Implementation	Others : Three times per year

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	No partnership required.

Action Step # 6

Action Step	An approved dyslexia screener will be conducted three times per year, kindergarten through third grade, to identify and target students with characteristics of dyslexia.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Scheduling Staff Training
Method for Monitoring Effectiveness	Dyslexia Screener Student Reports Reviewing data promptly Action plans developed to meet students' individual learning needs
Position/Role Responsible	Teachers Administration
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 7

Action Step	Provide research-based instructional interventions (Lexia, Reading Eggs, Exact Path, Espark, Foundations A-Z, etc.) to students through educational software and the technology to run the software.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster

Action Step # 7

Subgroups	Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	MAP data Data usage reports from educational programs
Method for Monitoring Effectiveness	Academic data growth reports
Position/Role Responsible	Teachers Administration
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	TES has identified a growing need to increase student attendance, as consistent attendance is directly linked to academic success. A noticeable decline in perfect attendance since pre-pandemic years, along with a significant percentage of students missing more than 10 days annually, has impacted instructional time and student achievement. To address this, there is a need for a school-wide focus on promoting the importance of daily attendance, strengthening family partnerships, and implementing proactive strategies that reduce chronic absenteeism. Improving attendance rates will help ensure students have consistent access to instruction and support needed to reach their full academic potential.
Root Cause # 1	- Lack of consistent monitoring and accountability - Limited follow-through on truancy protocols - Insufficient communication of attendance data and trends
Goal	Decrease the percentage of students with greater than 10 absences from 28.6% to 25.6%.

Action Step # 1

Action Step	Acknowledge students with perfect attendance each quarter through recognition on school social media platforms and student-led announcements. Celebrate their achievement with certificates and quarterly prize giveaways to promote and reinforce consistent attendance.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Announcements on Bulldog Beat Social Media Posts
Method for Monitoring Effectiveness	PowerSchool Attendance Reports
Position/Role Responsible	Administration Family Engagement Coordinator Teachers
Timeline for Implementation	Quarterly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Local partnership with Wal-Mart for prize giveaways.

Action Step # 2

Action Step	Apply established attendance protocols with fidelity, including engaging families in collaborative meetings to identify and address factors contributing to chronic absenteeism.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Truancy Letters Truancy Meeting Documentation
Method for Monitoring Effectiveness	PowerSchool Attendance Reports
Position/Role Responsible	Administration Administrative Assistant Resource Officer
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Local law enforcement

Action Step # 2

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Local law enforcement

Action Step # 3

Action Step	Highlight and celebrate perfect attendance by displaying grade-level attendance percentages on hallway bulletin boards to promote awareness and encourage student engagement.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Monthly Updated Bulletin Board
Method for Monitoring Effectiveness	PowerSchool Attendance Reports
Position/Role Responsible	Administration Administrative Assistant Family Engagement Coordinator
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 3

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

3. REQUIRED QUESTIONS

3.1 Stakeholders, Coordination of Activities, Serving Children, and PQ

Required Questions

1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).	Teachers from our leadership team discussed and completed the CNA school report. Feedback was also sought and discussed at our Title 1 stakeholder meetings. These reports and written feedback were submitted to the administrator where results were compiled and reviewed to gain an overall school perspective.

2. Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.	TES strives to hire highly qualified teachers for their current teaching field. Under the direction of our curriculum director, we have a strong mentor program. We make every effort to support and retain new teachers. For the 2025-2026 school year, we will employ two first year teachers. Approximately 63% of our students at Trion Elementary School qualify for free and reduced lunch and live in a low economic environment. All ED students are distributed equally among classes.

3. Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).	TES employs paraprofessionals to provide assistance to students in high need areas. Paraprofessionals are assigned to classrooms with students who benefit from smaller group or individual interaction. Paraprofessionals work closely with teachers to provide necessary instruction to students who are academically performing below grade level expectation, including special needs and ELLs. Paraprofessionals also assist in targeted after school tutoring programs such as Foundations A-Z. Teachers utilize research based instructional strategies and resources that include small group instruction, flexible groupings, formative assessments, and project based learning. We have professional learning communities in order for teachers to collaborate and make informed instructional decisions.

4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a	Teachers, in collaboration with leadership, identify at risk students through diagnostic and formative assessment data (MAP, Milestones) and teacher observation. These students receive additional support (tutoring, small group instruction, differentiated instruction) and progress is monitored through the MTSS process.

description of the measurable scale (point system) that uses the objective criteria to rank all students.	

3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.	TES continues to provide a rigorous pre-school program (4 classes) and to provide interventions to ensure a smoother transition from preschool to an elementary learning setting. Parents have multiple opportunities to receive transition support and continued services as they progress through grade levels. Ex. Data Digs, TES Orientations, Parent Conferences, Meet the Teacher Night

6. If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:Coordination with institutions of higher education, employers, and local partners; andIncreased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.	TES works with the high school to provide opportunities for students in CTAE programs such as Early Childhood Education and opportunity to work with young students as part of their practicums.

7. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.	Trion Elementary School recognizes, rewards, and celebrates students meeting behavior exhibiting appropriate behavior expectations. Administration utilized the resource bookDon't Suspend Meby Jessica Djabrayan Hannigan and John E. Hannigan as an alternative discipline toolkit. Removing students from class for disciplinary reasons are reserved for last resort measures.

ADDITIONAL RESPONSES

8. Use the space below to provide additional narrative regarding the school's improvement plan.	Trion Elementary School's School Improvement Plan will be available to the LEA, parents, and the public, and the information contained in the plan will be provided in a language and format that is understandable in print and electronic versions. TES annually evaluates the school wide plan, using data from the State's assessments, other student performance data, and perception data to determine if the program has been effective in addressing problem areas and, in turn, increasing student achievement, particularly for the lowest achieving students.

Trion City School District
Parent and Family Engagement Policy
2025-2026
Revised

239 Simmons Street

Trion, Ga 30753

www.trionschools.org

(706)734-2363

What is Family Engagement?

Family Engagement means the participation of parents and family members in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring that:

A. That parents play an integral role in assisting their child's learning.

B. That parents are encouraged to be actively involved in their child's education.

C. That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

D. The carrying out of other activities, such as those described in Section 1116 of the Every Student Succeeds Act (ESSA).

About the Parent and Family Engagement Policy

In support of strengthening student academic achievement, the Trion City School District (TCSD) has developed this parent and family engagement policy that establishes the district's expectations and objectives for meaningful family engagement and guides the strategies and resources that strengthen school and parent partnerships in the district's Title I schools. This plan will describe TCSD's commitment to engage families in the education of their children and to build the capacity in its Title I schools to implement family engagement strategies and activities designed to achieve the district and student academic achievement goals.

When schools, families, and communities work together to support learning, children tend to do better in school, stay in school longer and enjoy school more. Title I, Part A provides for substantive family engagement at every level of the program, such as in the development and implementation of the district and school plan, and in carrying out the district and school improvement provisions. Section 1116 of ESSA contains the primary Title I, Part A requirements for schools and school systems to involve parents and family members in their children's education. The TCSD will work with its Title I schools to ensure that the required school-level Parent and Family Engagement Policies meet the requirements of federal law and each include, as a component, a School-Parent Compact.

Jointly Developed

During the annual Stakeholders meeting in April 2025, all parents were invited to participate and provide suggestions and ideas to improve this District Parent and Family Engagement Policy for the 2025-2026 school year. The district sent an invitation to all parents informing them about this meeting and posted it on Class Dojo and our Social Media pages. During this meeting, parents also reviewed and discussed the School Improvement Plan (SIP). Additionally, parents are invited to review the District Parent and Family Engagement Policy and give feedback at various events throughout the school year.

Upon final revision, the District Parent and Family Engagement Policy was incorporated into the CLIP which was submitted to the state. Parents are welcome to submit comments and feedback regarding the policy at any time on the school district website or by submitting written comments to your child's school. All feedback received by May 2025 was considered for revisions to this policy.

The district's Parent and Family Engagement Policy is made available to parents, families, and the community through the district website, The Family Resource Center, and the school office. The Parent and Family Engagement Policy along with other documents are shared through English and other languages in order to reach the highest number of stakeholders.

Communication

TCSD will communicate with all families and the community on a regular basis regarding school wide events and activities, through phone messages, emails, social media, school newsletters, flyers and Class Dojo. The district and school will share information in English and other languages to the extent possible through written communications, meetings, conferences, and family engagement events in order for families to understand the school's academic standards and assessments as well as ways parents can monitor their child's progress.

Strengthening Our School

TCSD will provide technical assistance and support to all Title I schools to ensure family engagement requirements are being satisfied and that family engagement strategies and activities are being implemented. Title I schools will receive notifications and resources from the district to help them improve and strengthen family engagement. In addition to frequent communication and school visits, the district will hold monthly meetings and trainings with its Title I schools' principals and school Family Engagement Specialist to review family engagement plans and activities.

Additionally, the district will convene a summit in October for principals and FECs to review parent and family engagement requirements and plan opportunities for family engagement activities and meetings for the remainder of the school year.

Reservation Of Funds

TCS is not required to set aside 1% due to the amount that is budgeted being less than $500,000 for the 2025-2026 school year.

<u>Opportunities for Meaningful Parent Consultation</u>

Input and suggestions from parents, family members, and community partners are an essential component of the district and school improvement plans that are developed each year. All parents of students eligible to receive Title I services are invited to attend two meeting opportunities described in this section to share their ideas and suggestions to help the district, schools, and students to reach our student academic achievement goals.

- A parent meeting will be held annually to review the Consolidated LEA's Implementation Plan to evaluate its effectiveness for FY 25 and to make suggestions for the upcoming FY 26.
- A parent meeting will be held in the spring to review the district's parent involvement plan and to evaluate its effectiveness for FY 25 and make suggestions for upcoming FY 26.
- Schools will host parent meetings and provide opportunities for parents to provide input into the schools' Parent Involvement plan, Compact and School wide program plans throughout the school year.
- Surveys will be made available in the Spring of each school year to all parents to acquire feedback and input regarding the academic program and parent involvement.

<u>School-Parent Compacts</u>

As part of this plan, all Title I schools, along with our families will jointly develop School-Parent Compacts in order to build and develop a partnership to help our students meet the challenging state academic standards. These compacts serve as agreements that parents, teachers, and students will work together to make sure all students reach grade level standards by following and accomplishing goals set forth by parents, teachers, and students. The compacts will be revised annually, distributed to all families, reviewed at parent/teacher conferences, placed on our Federal Programs website, and will be placed in the school office and Parent Resource Room.

<u>Annual Title I Meeting - September 9, 2025</u>

TCSD will conduct an annual Title I meeting during the fall, prior to November 1. During the Annual Meeting, TCSD will disseminate information regarding the school and district's Title I status. The parents and families will be provided their rights and encouraged to attend and participate in the education of their child.

Building Capacity

The TCSD will build partnerships between its Title I Schools, families, and community with the goal of developing mutual support for student achievement. To develop capacity for this support, the TCSD will implement a variety of family and community engagement initiatives. One such initiative will be our "Data Dig" nights. Learning strategies will be shared with parents to help improve student achievement and address the needs of all students. Other family engagement activities will be planned throughout the year to support academic and social development of all students.

Of Parents - The TCSD will provide families with information about the overall Title I program and its requirements. The district works with its Title I schools to help families understand academic expectations for student learning and progress. The district also offers assistance to parents in understanding use of its online student information system (PowerSchool) and other digital resources. Notifications about these opportunities will be posted on the district website and shared through school messaging systems, newsletters, and social media postings.

 In addition, the district and school websites contain resources and materials such as parent guides, study guides, practice assessments, and other materials for at-home learning. Hard copies of these materials are also available at all Title I schools, including copies in Spanish.

The TCSD Parent Advisory Council, made up of parent representatives from each Title I school, advises the district and schools on all matters related to family engagement. Community leaders and business partners are also invited to serve on the council. The participation of all our partners is encouraged through in person meetings and recording options to accommodate varying schedules.

The TCSD will coordinate and integrate the district's family engagement programs under this part with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs such as, the local preschool program and other federal and state funded preschool programs in the district. The district will invite faculty and staff from those programs to attend planning meetings focused on family engagement activities. In the spring, schools will offer Kindergarten Readiness information, and Middle School transition information, so parents may receive information to help prepare them and their children for the next level of academic readiness.

Of School Staff - To ensure that information related to district, school,parent programs, "Data Dig" meetings, and other family engagement activities is available to all parents, TES is required to send home and post online information for parents and family members in an understandable language and uniform format.

At the beginning of the year, school staff will be trained on parent notifications and resources to be sent home in parents' preferred language, where applicable, and providing interpreters at parent events and "Data Dig" meetings. Information posted on the district website will be translated to the extent practicable.

The district will also utilize school phone call systems, district and school websites, local news media, and social media to post information for parents.

<u>Parent and Family Engagement Evaluation</u>

Each year, the TCSD will conduct an evaluation of the content and effectiveness of this Parent and Family Engagement Policy and the family engagement activities to improve the academic quality of the Title I schools through an annual parent survey and the School Improvement Forums.

Beginning in the spring, each Title I school will notify parents of the survey through emails, social media platforms, school announcements and the District website.

In addition to the survey, parents may provide feedback throughout the year by completing a feedback form online at www.trionschools.org.

The TCSD will use the findings from the school forums and the survey results to design strategies to improve effective family engagement, to remove possible barriers to parent participation, and to revise its parent and family engagement policies.

<u>Accessibility</u>

In carrying out the parent and family engagement requirements established by Section 1116 of the ESSA, the district family engagement coordinator will communicate and collaborate with the Office for Student Support Services to ensure full opportunities for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children including providing information and school reports in a language parents can understand.

<u>Adoption</u>

This district wide parent and family engagement policy has been developed jointly and agreed upon with parents and family members of children participating in Title I, Part A programs as evidenced by the collaboration of parents, school, and district personnel at the annual State of the District meeting.

This policy was adopted by the Trion City School District on June 9, 2025 and will be in effect for the 2025-2026 academic school year. The school district will distribute this policy in multiple ways to all parents of participating Title I, Part A children before or during the first week of fall semester.

<u>Parents Mark Your Calendars</u>

<u>Annual Title I Meeting</u>
September 9, 2025
<u>Annual Stakeholders Meeting</u>
Spring 2026

<u>Data Dig Dates</u>
September 18, 2025
January 22, 2026
April 30, 2026

Beth Pelham - Principal
Christian Brock - Asst. Principal

Trion Elementary School
School - Parent Compact 2025-2026

Tradition **C**ommitment **S**uccess

Our Mission

We strive to provide a challenging and relevant education that builds a foundation to foster character, integrity, and academic potential in all students.

Positive Attitude

Accept Responsibility

Work Hard

Serve Others

Trion Elementary School School Improvement Goals

Achievement Goal : Increase the percentage of students achieving Proficient or Above on the Georgia Milestones ELA Assessment from 53% in 2025 to 56% in 2026, reflecting a 3% gain in overall ELA proficiency across all tested grade levels and subgroups.

Attendance Goal: Decrease the percentage of students with greater than 10 absences from 28.6% to 25.6%.

MAKE EVERY DAY COUNT

What is a School - Parent Compact?

This Compact is a jointly written commitment describing how all members of a school community (parents, staff, and students) agree to share responsibility for improved student academic achievement and learning.
This compact helps bridge the learning connection between school and home.

TES Teachers

Teachers will work with students and families to support student success in reading and math. Some of our key connections with families will include:

- Provide parents with reading and math skill practice activities during Data Dig Meetings to support learning at home.
- Our school webpage has links to family friendly websites for building vocabulary and math skills.
- Classroom newsletters and homework sheets feature academic activities focused on enhancing student learning at home.
- Parents will be provided with login and password information for PowerSchool and other important websites.

Jointly Developed

The parents, students, and staff of Trion Elementary School partnered together to develop this school-parent compact for academic achievement. It is developed each year with feedback from our school community. Teachers suggested home learning strategies, parents added input about the types of support they needed, and students told us what would help them learn. Input is reviewed and the Compact is revised each year. Parents are encouraged to attend annual revision meetings held in the spring to review the Compact and make suggestions for the upcoming school year. Parents are also encouraged to participate in the annual Title I Parent Survey so that we are able to collect more feedback regarding our Title I program. Parents are welcome to offer comments at any time during the school year.

Calling all Volunteers
We NEED You!

If you would like to volunteer please contact:
Heather Stewart
706-734-0724
heather.stewart@trionschools.org

www.trionschools.org

706-734-2991

TES Students

TES Students, will strive to reach academic goals by connecting school and home learning by:

- Complete homework assignments each night.
- Work to achieve learning goals.
- Take responsibility for personal behaviors and show respect for themselves, their classmates, teachers and school.

TES Families

TES families will join with staff to support student success at home. Some of the ways that we can support student success at home by include:

- Families will attend Data Dig sessions and participate in activities designed for family engagement.
- Families will sign up for Class Dojo and maintain at open line of communication with teachers.
- Families will check homework assignments each night and sign any paperwork sent home.
- Families will strive to create a positive learning environment by speaking positively about school both at home and Social Media.
- Make Daily reading a priority.
- Families will make an effort to get students to school on time each day.

Communication

TES is committed to frequent two-way communication with families about their student's progress. Some of the ways you can expect us to reach you are:

- Class Dojo
- PowerSchool Parent Portal
- School/District Website
- Weekly Folders
- Phone Calls
- Emails
- Parent/Teacher Conferences

Partnerships

TES offers ongoing events and programs to build partnerships with families:

- Open House
- Data Dig Nights
- Parent/Teacher Conferences
- Title 1 Meeting
- Parent Workshops

TES School Improvement Plan Data

-upload to SIP as additional file-

Section 2.6.2

Trion Elementary School Counselor Report - Student Referrals		
Year	**Number of Referrals**	**Top Reasons for Referrals**
2024-2025	**154**	**Friendship Conflict - 25 referrals (16%)** **Anxiety - 10 referrals (6%)** **Bullying - 7 referrals (4.5%)**

Section 2.6.3

Georgia Milestones Assessment Data			
Year	**Grade**	**ELA**	**Math**
2018	3rd-5th	Developing or Above: **84.76%** Proficient or Above: **54.85%**	Developing or Above: **93.49%** Proficient or Above: **54.73%**
2019	3rd-5th	Developing or Above: **93.83%** Proficient or Above: **65.26%**	Developing or Above: **94.48%** Proficient or Above: **56.49%**
2020	3rd-5th	No Data Available	No Data Available
2021	3rd-5th	Developing or Above: **84.13%** Proficient or Above: **48.34%**	Developing or Above: **90.41%** Proficient or Above: **51.29%**
2022	3rd-5th	Developing or Above: **86.27%** Proficient or Above: **50.70%**	Developing or Above: **90.85%** Proficient or Above: **57.04%**
2023	3rd-5th	Developing or Above: **85.6%** Proficient or Above: **54.7%**	Developing or Above: **90.2%** Proficient or Above: **64.9%**
2024	3rd-5th	Developing or Above: **83.5%** Proficient or Above: **56.6%** *Does not include retest data*	Developing or Above: Proficient or Above: *No math scores yet due to new standards*

TES School Improvement Plan Data

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2025	3rd-5th	Developing or Above: **90.4%** Proficient or Above: **53.2%**	Developing or Above: **97.2%** Proficient or Above: **74.9%**

MAP Assessment Data				
Year	**Grade**	**Reading**	**Math**	**ELA**
2021	K-5th	GROWTH PROJECTION **66%** met projected growth MEDIAN ACHIEVEMENT% **60**	GROWTH PROJECTION **70%** met projected growth MEDIAN ACHIEVEMENT% **55**	GROWTH PROJECTION **66%** met projected growth MEDIAN ACHIEVEMENT% **64**
2022	K-5th	GROWTH PROJECTION **66%** met projected growth MEDIAN ACHIEVEMENT% **62**	GROWTH PROJECTION **77%** met projected growth MEDIAN ACHIEVEMENT% **64**	GROWTH PROJECTION **66%** met projected growth MEDIAN ACHIEVEMENT% **58**
2023	K-5th	GROWTH PROJECTION **63%** met projected growth MEDIAN ACHIEVEMENT% **65**	GROWTH PROJECTION **70%** met projected growth MEDIAN ACHIEVEMENT% **66**	GROWTH PROJECTION **56%** met projected growth MEDIAN ACHIEVEMENT% **60**
2024	K-5	GROWTH PROJECTION **53%** met projected growth MEDIAN ACHIEVEMENT% **62**	GROWTH PROJECTION **56%** met projected growth MEDIAN ACHIEVEMENT% **66**	GROWTH PROJECTION **58%** met projected growth MEDIAN ACHIEVEMENT% **58**
2025	K-5	GROWTH PROJECTION **66%** met projected growth MEDIAN ACHIEVEMENT% **65**	GROWTH PROJECTION **63%** met projected growth MEDIAN ACHIEVEMENT% **67**	GROWTH PROJECTION **58%** met projected growth MEDIAN ACHIEVEMENT% **62**

CCRPI Closing the Gaps					
Year	**All Students**	**Hispanic**	**White**	**ED**	**EL**	**SWD**
2023 ELA	80.86 Target: 74.94	62.73 Target: 55.54	85.55 Target: 80.31	71.43 Target: 67.94	55.13 Target: 49.64	50 Target: 54.67
2023 Math	89.19 Target: 82.84	75.46 Target: 59.87	92.89 Target: 88.61	81.98 Target: 81.22	73.08 Target: 59.04	71.21 Target: 59.88

TES School Improvement Plan Data
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2023 TES Score: 100 2023 State Score: 66.7						
2024 ELA	80.33 Target: 81.83	61.83 Target: 63.80	84.12 Target: 85.85	74.08 Target: 72.11	58.89 Target: 56.38	42.31 Target: 51.09
2024 Math	90.88	78.18	93.13	83.65	76.67	67.95
2024 TES Score: 55 2024 State Score: 100						

2024 Closing the Gaps Flags:

HOW WELL DID STUDENT GROUPS IN THE DISTRICT MEET IMPROVEMENT TARGETS?

SUMMARY OF FLAGS

ENGLISH LANGUAGE ARTS

MATHEMATICS

SCIENCE

	SCORE	TARGET	FLAG
ALL STUDENTS	80.33	81.33	🚩
AMERICAN INDIAN / ALASKAN NATIVE	N/A	N/A	
ASIAN / PACIFIC ISLANDER	Too Few Students	Too Few Students	
BLACK	Too Few Students	Too Few Students	
HISPANIC	61.83	63.80	🚩
MULTI-RACIAL	Too Few Students	Too Few Students	
WHITE	84.12	85.85	🚩
ECONOMICALLY DISADVANTAGED	74.08	72.11	⭐
ENGLISH LEARNERS	58.89	56.38	⭐
STUDENTS WITH DISABILITY	42.31	51.09	🚩

LEGEND
- Subgroup met improvement target*
- Subgroup met improvement target
- Subgroup made progress, but did not meet improvement target
- Subgroup did not make progress and did not meet improvement target

Trion Elementary School Attendance Data					
Year	**Grades**	**Zero Absences**	**1-5 Absences**	**6-10 Absences**	**>10 Absences**
2023-2024	PK-5th	3.5%	31.7%	36.3%	28.6%
2022-2023	PK-5th	6.7%	26.9%	31.3%	35%
2021-2022	PK-5th	2.7%	28.7%	35.5%	33.1%

TES School Improvement Plan Data

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2020-2021	PK-5th	2.9%	28%	29.3%	39.7%
2019-2020	PK-5th	5.5%	46.7%	30.3%	17.6%
2018-2019	PK-5th	11.4%	25.3%	25.3%	38%

Section 2.6.4

Georgia Milestones Demographic Data				
Year	Demographic	Content Area	Developing & Above	Proficient & Above
2022	SWD	ELA	76.9%	23.1%
		Math	69.3%	23.1%
	Hispanic	ELA	71.4%	30.4%
		Math	78.5%	33.9%
2023	SWD	ELA	66.7%	20%
		Math	76.6%	40.3%
	Hispanic	ELA	76.4%	40%
		Math	83.7%	47.3%
2024	SWD	ELA	51.6% *Does not include retest data*	21.2% *Does not include retest data*
		Math	*No data available at this time*	*No data available at this time*
	EL	ELA	59.2% *Does not include retest data*	18.5% *Does not include retest data*
		Math	*No data available at this time*	*No data available at this time*
2025	SWD	ELA	76.9%	23.1%
		Math	84.6%	57.7%
	EL	ELA	67.9%	25%
		Math	100%	50%

TES School Improvement Plan Data
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2022 Georgia Milestones Assessment:

- <u>**ELA Level 1**</u> **- 13.73%**
  - Of those students, 46.15% are ELL students
- <u>**Math Level 1**</u> - **9.15%**
  - Of those students, 41.02% are ELL students

2023 Georgia Milestones Assessment:

- <u>**ELA Level 1**</u> **- 14.4%**
  - Of those students, 31.7% are ELL students
  - Of those students, 29.2% are SWD
- <u>**Math Level 1**</u> - **9.8%**
  - Of those students, 21.4% are ELL students
  - Of those students, 32.1% are SWD

2024 Georgia Milestones Assessment:

- <u>**ELA Level 1**</u> **- 16.4%**
  - Of those students, 23.9% are ELL students
  - Of those students, 34.7% are SWD
- <u>**Math Level 1**</u> - *No data available*

2025 Georgia Milestones Assessment:

- <u>**ELA Level 1**</u> **- 9.6%**
  - Of those students, 32.14% are ELL students
  - Of those students, 23.08% are SWD
- <u>**Math Level 1**</u> - **2.79%**
  - Of those students, 0% are ELL students
  - Of those students, 15.38% are SWD

Section 3.1.2
CCRPI Data

Year	TES CCRPI Score	State CCRPI Score
2018	92.5	76.6
2019	86.7	78.8
2022	Content Mastery: 76.9 Readiness: 77.1	Content Mastery: 63.0 Readiness: 71.8
2023	Content Mastery: 83.7 Readiness: 91.9 Closing Gaps: 100 Progress: 90.8	Content Master: 64.7 Readiness: 82.3 Closing Gaps: 66.7 Progress: 85.8
2024	Content Mastery: 83.8 Readiness: 91.4	Content Master: 67.8 Readiness: 83.2

TES School Improvement Plan Data

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	Closing Gaps: 55 Progress: 93.2	Closing Gaps: 100 Progress: 86.2